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ABSTRACT

American Telephone and Telegraph instigated this program to help students discover how their schooling relates to assuming the responsibilities of citizenship, useful careers, earning power, and the possibilities of work that satisfies. The four interrelated objectives are to: (1) help students who are underachievers, (2) break down barriers and bridge the communications gap between students, counselors, teachers, businessmen, and public officials, (3) improve the educational process, and (4) arrange for the cooperation of many businesses and public organizations. Five programs are available to accomplish these objectives: (1) 4-week counselor-teacher summer workshops, (2) 1-day teacher workshops at local businesses, (3) six half-day workshops for students, (4) all-year-long company resource programs, and (5) evening parent workshops. Guidelines for implementation and suggestions for conducting workshops are provided. Materials used for establishing and evaluating workshops which have been conducted are included in the appendix. (BR)

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Urban Education Projects

BRIDGING THE GAP PROGRAM

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BRIDGING THE GAP

Business and the Schools Cooperate to Motivate the Non-College Bound High School Student

AN INDEPENDENT CASE STUDY

Submitted by:
Institute for Educational Development
May 1970

PREFACE

"Are the traditional school programs of business meeting the needs of education?"

"Only in part" according to educators. *"What is really needed is industry's help in motivating students to take full advantage of their educational opportunities. Only industry can provide realistic connections between school and work."*

Traditionally employers have played the role of aiding education by offering speakers and classroom teaching aids in those fields in which each business has experience and expertise. Employers have also offered information about employment to counselors and teachers. A few employers offer in-plant tours for students and participate in programs during which high-achieving students spend a day with the management of business.

"Only in part" has this traditional role of business met the needs of students—the future employees. The much publicized *"dropout"* is an example of the student failing to understand the connection between the need to learn, to take advantage of educational opportunities, and his ability to find work and to perform work satisfactorily. A much less publicized, but equally as important example, is the *"emotional dropout."* These students physically attend school but have mentally dropped out even though they may have the ability to achieve. The employment office statistics of many businesses show that more than half of the applicants can't pass pre-employment tests. Failure among these applicants results from poor reading comprehension, writing, arithmetic and verbal skills. A large number of these who fail the tests are judged to be *"emotional dropouts."*

One role of employers in our changing society is to help educators spark the motivation to learn in these students—to establish relevance between the learning of reading, writing and arithmetic in school and the application of reading, writing and arithmetic on the job.

"Bridging the Gap" is one of several approaches available to help establish this *"relevance."*

The Department of Environmental Affairs with the cooperation of the Pacific Telephone and Telegraph Company engaged the Institute for Educational Development, a non-profit research and development corporation, to develop this independent view of the ***Bridging the Gap*** program.

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INTRODUCTION AND SUMMARY

Ecology is the big word today. Ecology—the relation of living things to each other and the world around them. There is an ecology of nature, but there is also an ecology of man, especially of the young. High school students—better informed and more experienced today than ever before—often cannot see themselves in relation to the world beyond the immediate moment and place. Many are blind to their future and their own larger surroundings. They need help to discover how their schooling relates to assuming the responsibilities of citizenship, useful careers, earning power, and the possibilities of work that satisfies.

If, unhappily, such help is not forthcoming and if educators and businessmen follow their own unrelated paths, these students may decide that once again the *"system"* has failed them. Apathy, bitterness and, sometimes, revolt are among the inevitable results.

Bridging the Gap is a program directed toward bringing education and industry into a new *"balance of nature."* The beneficiaries are both the schools and businesses, but most of all the young people themselves.

This program was conceived by the Pacific Telephone and Telegraph Company's Northern Counties Area and has been operating for almost five years. The early plans took into account the complexities of school systems, the economy of the region, and temptations to oversimplify the problems. The program grew out of an industry-education encounter in 1963 when a group of Sacramento businesses and a local school district combined efforts to analyze the school district's business operations and to study its vocational education programs. Out of the climate of mutual understanding that developed, the stage for ***Bridging the Gap*** was set. At this juncture businessmen felt confident enough to ask their new found friends how they could help in the education process. The program began the following year.

Very early it was recognized that numerous kinds of people would be needed in the program, and cooperation would be required between several classes of institutions—both public and private. As a result, nearly 100 California businesses and governmental agencies have participated in the program, including large utility corporations, banks, and manufacturing firms.

This is ***Bridging the Gap***

The program has four interrelated objectives:

1. Helping students who are underachievers.
2. Breaking down barriers and bridging the communication gap between students, counselors, teachers, businessmen, and public officials.
3. Improving the educational process.
4. Arranging for the cooperation of many businesses and public organizations.

All four objectives are centered around reaching the unmotivated student, the one who sits out his high school years without any productive goals. The hope is that the program will help to bring him into the adult world as a useful employee and responsible citizen.

The program accomplishes this through a number of interlocking phases established to:

1. Do what is necessary first to reach the student's counselors and teachers and then to help them get an up-to-date and on-the-scene understanding of job opportunities and requirements.
2. Do what is important to arrange impartial and fully credible circumstances for counselor and teacher training. This strongly implies participation of a college or university in the program. Course-credits which relate to compensation encourage enrollment of teachers in the college portion of the program and help to maintain professional standards throughout other phases.
3. Do all that is essential for businesses to cooperate with the college faculty in planning and conducting the courses, with the counselors and teachers when they return to their schools, and, back to the beginning, with the students both on school premises and in offices and plants.
4. As a final step, bring parents into the program to establish support for the concept in the home.

Thus, under the original ***Bridging the Gap*** concept, and as it has been tried so far, the following definitive programs have been established to accomplish these objectives:

1. ***Counselor-Teacher Summer Workshops,*** usually conducted by a state college, are two to four-week programs in which participants are introduced to the realities of the ***"world of work"*** through in-depth, on-site exploratory sessions with businesses and governmental agencies.
2. ***One-Day Workshops*** bring teachers and counselors to employers' premises for a day to learn about job opportunities and requirements for entry level positions.
3. ***Student Workshops*** take the unmotivated student from the classroom and introduce him directly to the broad vistas of the ***"world of work"*** in six half-day sessions.
4. ***Company Resources Program*** makes the wealth of experience and materials of the business world available to the classroom teacher any time during the year.
5. ***Parent Workshops,*** conducted in conjunction with parent group meetings (PTA), bring in company representatives for an evening to discuss current employment requirements, and seek to build support for teachers and the schools.

Through these components, this program reaches out to many elements of the community and draws them together, tending to create a more powerful combined force than could be summoned separately.

(In other locations ***Bridging the Gap*** will very likely develop somewhat different components in response to local needs. The essential procedures for establishing a program, however, are located in the Guidelines for Implementation section of this document.)

The Results to Date

By the end of 1969, forty private and public employers had participated in the Sacramento area. For the most part, these employers followed the basic format designed by the corporation originally spearheading the program—the Pacific Telephone Company. Today, these are some of the results:

Educators and students generally like the program. Many of the students who attended the Student Workshops showed marked improvement in their school attendance, punctuality, grooming, attitudes, and academic achievement. Some students said it was the deciding factor for them between staying in school or dropping out.

Sacramento, Sonoma, Humboldt, and Stanislaus State Colleges have included this program in their summer sessions for academic credit.

It has been transplanted and adapted to local conditions in San Diego and Fresno.

In the Sacramento area, the program has reached approximately 900 counselors and teachers in the Counselor-Teacher Workshops, 400 students in the Student Workshops, and 75 parents in the Parent Workshops. Almost 50,000 people, mostly students, but also including parents, teachers, and the general public, have been reached by *Bridging the Gap's* Company Resources phase of providing corporate speakers and various teaching aids.

Several school superintendents have endorsed the program and have indicated that it can aid in the education of young people. Dr. F. Melvyn Lawson, Superintendent, Sacramento City Unified Schools, now retired, said: *"How theory can be related to practice is one of the toughest questions in the world to answer."*

". . . the project (Bridging the Gap) presents an answer because it raises the curtain on current job requirements in today's business world for both the student and the teachers and makes it strikingly evident why good basic training in reading, arithmetic and verbal expression is the key to success on the job."

Dr. Ferd Kiesel, Superintendent, San Juan Unified School District said: *"Through the work of employers we feel our teachers have gained invaluable knowledge of industry and business which they could not possibly acquire in the classroom in the academic climate that must be maintained."*

". . . the student workshop has helped the schools and teachers motivate students to take full advantage of their educational opportunities . . . the whole program of work experience and its contact with people on the job must be expanded if it is to have meaning to youngsters."

THE RATIONALE

Why Get Involved?

Education is currently facing problems that have grown so vexing that they seem to defy solution by any one segment of society. The antiquated notion that education is for educators alone, business only for businessmen, and government the private preserve of politicians is no longer realistic. These groups must join hands with a will if the majority of high school graduates are to obtain an adequate education in the years that lead to their diplomas.

What Are The Needs?

Educational statistics show that approximately 50 percent of the nation's youth currently end their formal education with high school. Most high schools have difficulties, however, in adjusting to this reality. Surveys indicate that nearly all parents want their children to go on to college and expect high school to prepare them for college admission or, at least, to keep their aspiration attuned to this end.

The overwhelming emphasis placed upon college preparation in American high schools is not justified by career and work opportunities and, consequently, a large portion of our students are not prepared by training or motivation for entry-level jobs in industry. Only four of ten high school graduates attempt college and, of these, an important number fail to graduate.

This misplaced emphasis produces dislocations in the economy and waste of business resources. American Telephone and Telegraph reports, for example, that a substantial number of job applicants in all areas of the United States fail standard pre-employment tests. Many of those who fail the tests fail because they do not understand what they read, cannot write intelligibly, nor work simple arithmetic problems. It has become obvious that many schools are graduating students who have little chance of succeeding on the job because they have been passed through the school system without successfully acquiring the rudimentary knowledge and skills needed for employment.

The Past—No Longer Good Enough

Traditionally, employers have assisted educators by offering speakers, classroom teaching aids, or information about employment and plant tours on an occasional basis.

This traditional role of business meets the need of some students—primarily seniors who are well motivated. The dropout, however, and the stay-ins (who drop out in mind and spirit) seldom make the connection between the need to learn and the ultimate paycheck, to say nothing of the possibility of interesting work and chances for advancement. For them, another kind of program is needed. They need something to show them more forcefully how classroom or school learning leads directly to earnings and useful work.

This Report

The Institute for Educational Development collected data for this report from many sources. Seven major Pacific Telephone documents (noted in the appendix), compiled for internal evaluation and dealing with various aspects of ***Bridging the Gap***, were analyzed in detail. Fifty-five people including students, teachers, businessmen, counselors, administrators, and Pacific Telephone management personnel were interviewed by IED staff members. Numerous site visits to schools, colleges, and businesses were conducted over a three-month period in the Spring of 1970.

THE SACRAMENTO EXPERIENCE—AN OVERVIEW

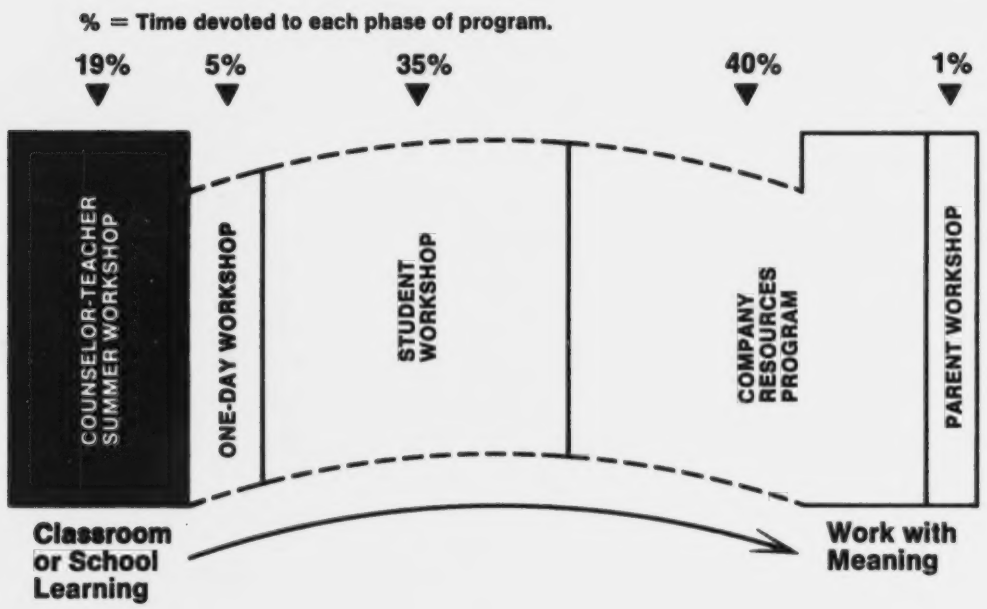
As noted earlier, the first moves toward the program began in Sacramento in 1963. Since that time, it has been operating in varied forms, culminating in its present form.

This section will cover the five phases of the activity:

1. The Counselor-Teacher Summer Workshop
2. The One-Day Workshop
3. The Student Workshop
4. The Company Resources Program
5. The Parent Workshop

Following this section, programs that have emerged in other parts of California, including Fresno and San Diego, will be discussed.

Counselor-Teacher Summer Workshop



THE SACRAMENTO EXPERIENCE—IN DETAIL

I. The Counselor—Teacher Summer Workshop

What is it supposed to do?

- Acquaint educators with the overall aims of ***Bridging the Gap.***
- Permit teachers to see how well (or how poorly) their classroom teaching is actually preparing students in the skills needed on the job.
- Introduce educators to the financial realities of business.
- Break down traditional false impressions and stereotypes that inhibit understanding between businessmen and educators.
- Arm educators with more realistic, up-to-date employment information that they can use to counsel students about potential careers.

How does it work?

The workshop is conducted during a two to four-week program given for academic credit by state colleges during the summer. Most of the enrollees are high school teachers and counselors who spend most of that time on the premises of public and private employers. While on-site, they discuss in detail employment requirements, talk to first-line personnel, and generally get a feeling for the complexities of the modern business world.

How did it start?

In 1964 and 1965, Pacific Telephone conducted summer workshops to acquaint counselors and teachers with the current status of business requirements. Participants visited operating departments of the telephone company where they are able to observe and talk with employees handling many kinds of jobs. Supervisors gave formal presentations and led discussions describing the various departmental functions.

Because the company program could include only a small number of teachers, Pacific Telephone set up meetings with other Sacramento businesses and governmental agencies in an attempt to enlist their support for a broader program. With the documented success of the pilot workshops in hand, the telephone company was successful in getting twenty of these businesses to participate in an enlarged summer program for 1966.

When the program was offered in 1966, participants received academic credit for a four-week workshop developed by Pacific Telephone and offered by Sacramento State College. Those who took part considered it an outstanding success. (Indeed, the participants of 1966, who paid a $74 tuition, were just as pleased as were those of 1964, who received a $150 honorarium from Pacific Telephone.)

The program grew. Workshops were held again in 1967 and 1968. After three successful summers, however, in 1969 the program failed to attract a sufficient number of applicants to warrant continuation. Sacramento State College concluded that the low response might be attributed to the fact that most of the interested teachers and counselors in the area perhaps had already taken the course. In addition, the badly needed personal touch for successful promotion of the workshop was lost with the retirement of the key faculty member who had organized the program. Also the course was moved to another department in the school.

A variant workshop has been scheduled by Sacramento State College for the summer of 1970 with substantially greater emphasis on counseling techniques. The program will have 40 participants and is comparable to the 1968 workshops. This adaptability and readiness to meet changing conditions has characterized the ***Bridging the Gap*** program.

How well does it work?

According to telephone company surveys, these summer programs successfully satisfied an important need. Many teachers were able to pass on their observations and the information they gained to their students. Teachers and counselors avowed that they gained a deeper understanding of the workings of business.

It is interesting also that workshop participants who took Pacific Telephone's Customer Attitude Survey before and after the workshop showed marked and sustained improvement in their overall impression of the company.

In an attitude survey conducted by the telephone company among workshop participants a significant improvement of attitudes toward the company and the service it provides was noted. Other studies of customers attitudes have indicated that educators traditionally have lower opinions toward the company than does the general public in relation to treatment of customers, rates, size of company and business efficiency. In a before and after survey of attitudes of counselors who attended a summar workshop, improvement of from 2 to 9 percentage points was indicated on items measured, with an average improvement of 6 percentage points for all items measured six months after completion of the workshop. This improvement of 6 percentage points is statistically significant.

It should be noted that most of the participants heard about the program through a college brochure received through the mail. Others learned from teachers who had taken part in a previous workshop.

While most of the participants indicated they had a genuine interest in the description of the course, they also stated that the credit received for the course counted toward a pay increase.

A high school business teacher said she took the course because she ***"wanted to stay in touch with what was going on in the business world."*** After the summer she said she ***"felt reinforced"*** knowing that what she was teaching was in line with what business people said they needed.

Another high school teacher responding to an IED interview said that he got involved in the workshop because of its ***"workable, sensible approach in aiding business teachers to understand what students must do to be acceptable in the world of work."*** He noted that as a result of his experience in the program, he strengthened his teaching aids ***"in terms of behavioral objectives to prepare the students to do what would be expected of them while on the job."***

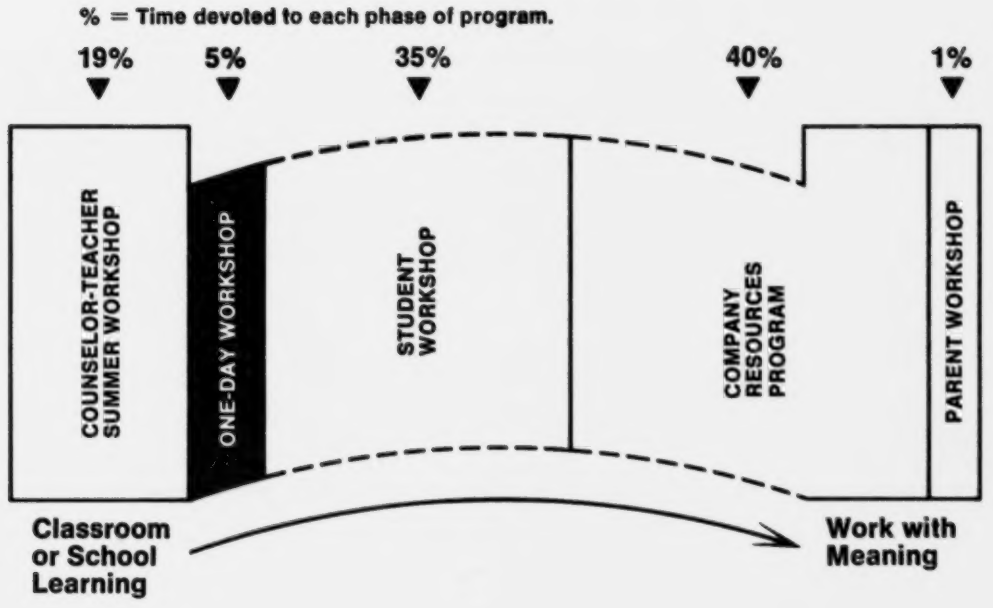
Company officials thought highly of the program. Both a public utility spokesman and a manufacturer felt that it would not only aid the community but has helped their companies in attracting more qualified job applicants.

The latter benefits do not always occur, however, for many reasons. For instance, one bank was disappointed in the number of students sent to it by high schools after the Counselor-Teacher Workshop. The company had expected the school system continually to seek out and send unmotivated students to the bank for Student Workshop visits. The officials found, though, that the schools had no mechanism for such follow-up programs. (Their experience points up the fact that an active and permanent coordinating agency is necessary to get the full potential out of the program's possibilities.)

Summary evaluation

There appears to be virtually unanimous agreement on the usefulness of the workshops. Participants insist that they gain significant knowledge about employment requirements and opportunities of business. For example, an appraisal of two counselor-teacher workshops in the summer of 1968 indicated that 80% of the counselors who attended stated they planned to recommend curriculum changes at their schools, based upon their experiences in this program. In many instances, teachers and counselors have been moved to involve themselves in other aspects of ***Bridging the Gap***, particularly the Student Workshops. In other cases, they have begun to put a new stress on the importance of the more basic skills when dealing with underachievers.

One-Day Workshop



II. The One-Day Workshop

What is it supposed to do?

Reach those teachers and counselors who did not attend the Summer Workshop and, within the available time, present them with as much information about the *"world of work"* as possible. One of the outstanding benefits of the one-day workshop (like the summer workshop) is the opportunity for educators and employers to get to know each other. Another is an introduction to the other phases of the bigger ***Bridging the Gap*** program, which often leads to future contacts and increased participation by all concerned.

How does it work?

Through one-day visits by teachers and counselors to local businesses and industries. They are scheduled whenever time permits and a recognized need arises.

The workshops consist of tours, discussions with company officials, conversations with employees on the job, and a review of employment procedures and tests.

How did it start?

This phase started with a series of workshops conducted in early 1964 by Pacific Telephone for 77 teachers from three school districts in the Sacramento area. Since then more than 50 workshops have been held.

How well does it work?

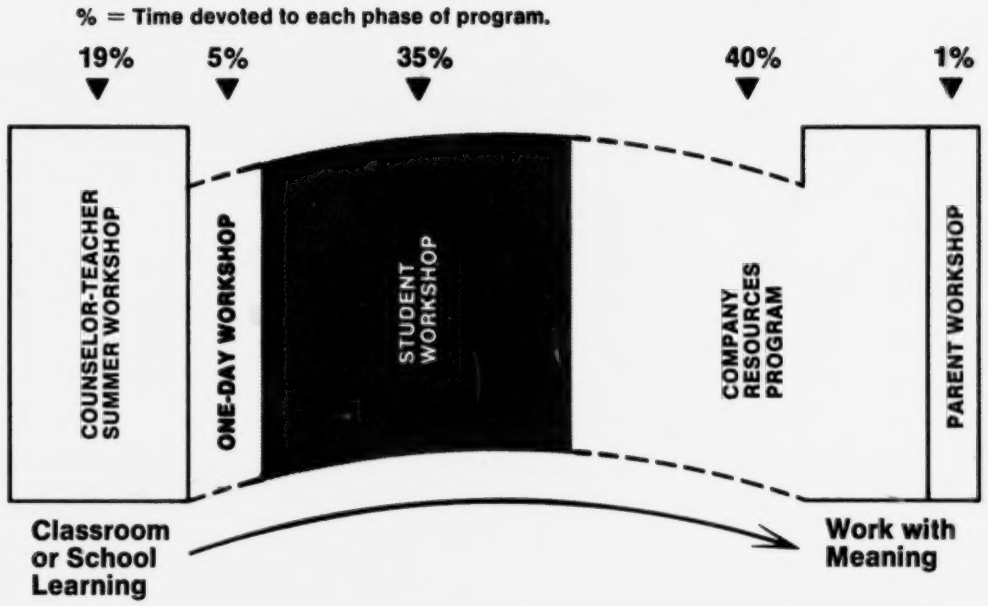
In one workshop, seventy-five percent of the teachers thought that it helped them talk more meaningfully to students about the realities of obtaining work. Forty-three percent said the most helpful information concerned the testing involved in placement office operations, followed by a clearer understanding of job requirements and general placement procedures. Some of these teachers later used the written material from the workshop to point out job opportunities to their students, as well as to inform them of the importance placed on maintaining good attendance records and high academic and work standards.

In 1969, the One-Day Workshop proved its flexibility. For example, in the Lodi School District the regular program was expanded into a week-long program conducted during Easter recess. It included a number of businesses other than the telephone company. Stanislaus State College gave academic credit for the experience. Participants indicated that the experience was worth both their time and money. One of these participants stated that the workshop was valuable because it made him ***"realize that some of the businesses in Lodi were very willing to help with the students."*** This same principal was impressed enough with the ***Bridging the Gap*** idea that he introduced the Student Workshop phase of the program into his high school.

Summary Evaluation

The One-Day Workshop is a good companion program for the four-week summer program. It makes the introduction of the Student Workshop phase much easier. If there is to be any continuing impact, however, the students must become involved through Student Workshops or Employment-Readiness Talks (given as part of the Company Resources Program), in which business representatives visit the schools to outline job qualifications. Because business techniques are constantly changing, teachers should be allowed to repeat this workshop approximately every five years.

Student Workshop



III. The Student Workshop

What is it supposed to do?

Bring students into closer contact with various businesses, industries, and governmental agencies. Let them observe actual work procedures, see what kinds of people are at work and what they are doing in their daily tasks. Demonstrate how important it is for students to get a sound education while the opportunity is available.

The Student Workshop is *not* a recruiting program even though it may have some effect on recruiting. It is *not* designed to influence young people toward traditional vocational training.

It *is* a motivational program designed to:

- Show students that work itself not only offers an opportunity to perform useful and meaningful tasks but provides ways in which they can obtain personal satisfaction and personal growth.
- Acquaint pupils with the fact that work opportunities are changing and that a decreasing number of jobs are available that require only the proverbial ***"strong back and weak mind."***
- Help underachievers and students without definite goals realize the need for establishing some realistic goals.
- Include students primarily in the tenth grade so that the stimulation provided by this program can be put to effective use during the remaining years of study.
- Utilize the talent and motivations of employees in private or public organizations in helping young people maximize their growth potential.

How does it work?

Students, mostly sophomores, are selected by counselors and teachers. They spend six consecutive Friday afternoons with businesses (from 1:30 to 5:00 p.m.) for a total of 21 hours. Girls are divided into small groups, but boys are usually handled on a one to one ratio to assure more effective interaction. Students visit work locations and talk with employees.

The student is shown at every opportunity that reading, writing, arithmetic, and verbal skills are basic qualifications for most jobs. To stress this point, students talk informally with recent high school graduates on the job. Many of these employees give specific examples of the importance of basic skills in the work they are doing.

Students are given full opportunities to see that employees make meaningful contributions to their jobs and gain personal satisfaction from their work.

How did it start?

A pilot program in 1964-65 involved one group of 25 girls and subsequently a group of 20 boys. Since then, the program has grown. During the school year 1969-70, for example, the telephone company in Sacramento conducted 12 workshops for 250 students. Twelve other businesses and governmental agencies ran smaller student workshops of their own.

How well does it work?

Students found the workshop helpful in:

- Improving their understanding of company operations and jobs associated with them.
- Learning about qualifications and abilities needed for jobs, including the need for good school attendance and driving records.
- Making future plans for a career.

The workshop was rated an interesting experience by the participants who said it opened up a ***"different world"*** about which they had known little or nothing.

Counselors said that many students improved noticeably in school performance and motivation. The counselors responded most favorably when asked whether the experience helped to motivate the students in school. They were least positive about the program's assistance to the student in choosing a vocational career.

Some of the comments made in a telephone company survey follow:

"The success of the program has been remarkable. Every student of mine who has attended the Workshop has improved. In some students, a flame of motivation has been sparked. In others, just the embers of motivation have started to glow—but all were motivated to some extent." (COUNSELOR)

"The Student Workshop really helped me. You know, you go to school taking certain subjects—this and that—but never know how you are going to use them. It opened my eyes on how these subjects will help me, and why I should need them." (STUDENT)

"The Workshop helped me to learn how to talk to older people. It's clear to me now what my counselor and parents have always been telling me. I'm not so sure about history, but I know I'll be expected to be pretty good in English and math." (STUDENT)

IED interviews with students and their teachers revealed varying opinions as to the worth of the workshops. Some students were favorably impressed—they said they had received benefits. Others indicated they did not get much from the Workshop—it was just a chance to escape from the classroom, to do something different.

Teachers parallel students in their reactions:

The first teacher said that his students, in 9 out of 10 cases, were pleased with the program and came back to school wanting to go to work for the telephone company. He said, however, that only 3 or 4 of them showed any marked change in behavior (attendance, grades, etc.).

The other teacher saw change in some individuals and none in others. He estimated that about one-third of the students were sufficiently motivated to change their attitudes toward school. But, he concluded, those that the program motivated were motivated well.

"Bridging the Gap was never explained to me except through a short note in the bulletin. The students I see going into the program are the ones who are already succeeding in school." (TEACHER)

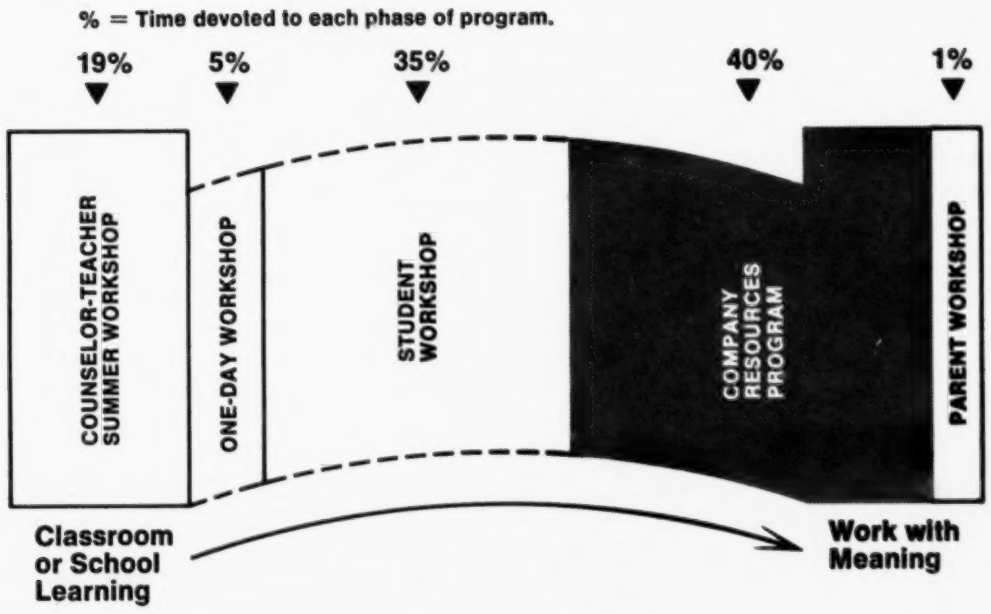
"I can't see many behavioral changes in the students who went through Bridging the Gap. Business could help teachers by telling them what kinds of jobs are available and what they want from the students. It is hard to coordinate and get things going in school." (TEACHER)

Summary Evaluation

The lack of hard data with results from controlled longitudinal studies using proper sampling makes it difficult to assess the value of Student Workshops. The fact that different counselors used different criteria for selecting students could account for conflicting reports on the results. It appears that the best prospects are students who are not discipline problems, who are not measuring up to their potential, but who nevertheless have some goal for the future—no matter how vague.

Student Workshops apparently meet some of the needs of about 30 to 40 percent of those who go through the program. Careful selection might raise these percentages appreciably. Further research and experimentation into this phase of the program may prove most profitable. (One alternate technique is outlined in this document.)

Company Resources



IV. The Company Resources Program

What is it supposed to do?

Acquaint educators and students with the needs of modern business, and meet the demands of educators for use of corporate resources.

How does it work?

Traditionally, this approach has worked through various corporations furnishing free or at reduced cost classroom aids, films, exhibits, and surplus equipment. Another traditional service has been the providing of experts for talks, demonstrations, or even some *"guest lectures"* in the classroom. In addition, many new approaches are being used. The idea is continually to take a fresh look at the many ways in which company resources can be made available to schools.

Experience by employers has shown that the greatest asset companies can share with schools are their employees. Direct contact between businessmen and students has more impact than any other aid.

Using employees on the job for such a program as ***Bridging the Gap*** need not reduce production. *"We found that rather than reducing productivity, the program built a new enthusiasm in our employees,"* one company representative commented. *"They took more pride in their jobs after their experience with the students and showed improvement themselves."*

Visits by classes to various corporations represent an important part of this phase. Classes in business education visited accounting departments, computer installations, business offices, stenographic and reproduction facilities. Classes in mechanics and electronics visited plant training schools and operational facilities.

Sending representatives into the schools is also important. These visits are designed not to recruit employees but to tell students what employers look for in applicants. The personnel representatives stress the need for applicants to pass tests in reading comprehension, English, arithmetic, and verbal skills. They underline the need for a good driving record and good attendance at school. They try to relate what the students do in school with what they will do on the job.

How did it start?

Pacific Telephone decided to put its many miscellaneous educational programs under one title. Also there was a shift in emphasis to the *"you can call on us"* approach from the more limited traditional role described earlier.

Since its beginning in 1966, this phase of ***Bridging the Gap*** has been expanding faster than any other. In 1969, for example, 325 presentations were made by Pacific Telephone in the Sacramento area to 358 educators, 11,194 students, and 492 people from the general public.

How well does it work?

Comments from teachers answering Pacific Telephone follow-up questionnaires indicate a unanimous acceptance of the program—particularly the *"Employment Readiness Talk"* given in the classroom.

- *" 'Telling it like it is' is an essential aspect of career and employment counseling. That was the best part of your presentation."*
- *"The program gave much practical information rather than cliches* (Stay in school, etc.). *The part explaining how students are presently building work habits was particularly good."*
- *"Given in such an interesting manner that the students* (all age groups) *were analyzing themselves for necessary qualities while the talk was being presented."*

Student responses to this phase were positive. A ninth grade student found the talk helpful *"because you find out about how to really apply for a job, not just for the telephone company, but for everything."* Another student stated that discussing the applications for employment was useful *"because otherwise some people would not know quite how to go about filling one out."*

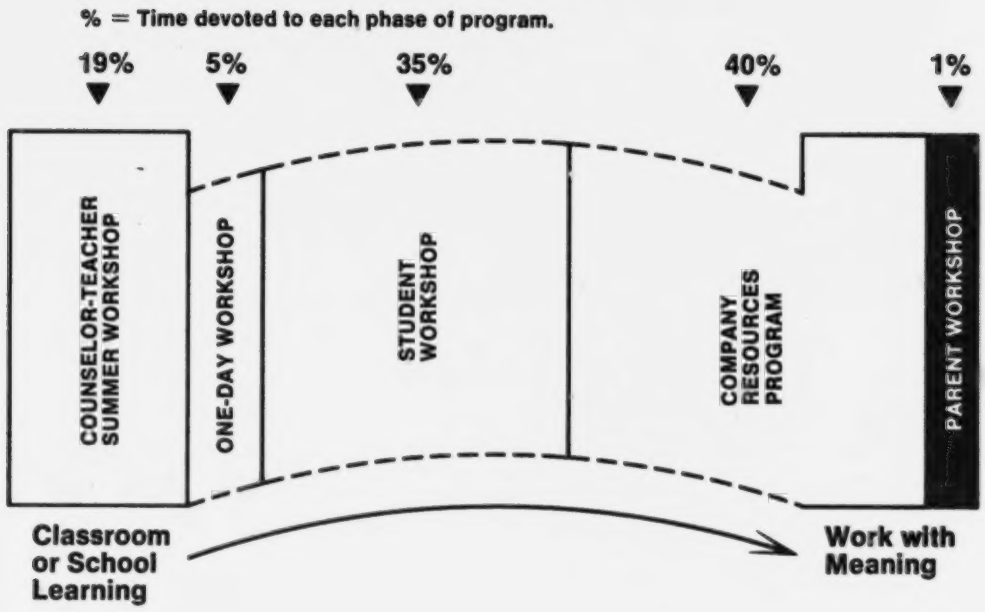
IED interviews found that most teachers believe the program had a positive effect on the students. The teachers thought it was good to have an outside authority tell the students what to expect when looking for a job. They felt the presentation motivated their students to improve their schoolwork, prepared them more completely for the transition to becoming employees and gave the teachers themselves a better idea of current employment requirements.

Summary Evaluation

The Company Resources phase of ***Bridging the Gap*** is a vital link between the student and the world of work. Few teachers have enough knowledge to counsel their students accurately about the job requirements of business. Counselors are too busy with student course planning to do an effective job.

Even though this phase of the program reaches more students than any other, it has not attained its full potential in Sacramento. The limited resources of one company's involvement has restricted it. Further research may indicate that the *"Employment Readiness Talk"* may be, by cost/benefit analysis, the most potent aspect of the student-oriented phases.

Parent Workshop



V. The Parent Workshop

What is it supposed to do?

Create an interest on the part of the parents in the progress and future of their children and provide the parents with the understanding that will permit them to be of positive help and motivation in guiding students toward realizable goals such as locating work upon graduation.

How does it work?

During the one- or two-hour programs, pre-employment tests and procedures are explained in detail to parents. Job descriptions are also discussed. Requirements for entry-level jobs after graduation are outlined.

Generally sponsored through a school P.T.A., the program is designed to give parents an opportunity to learn about some of the specific skills their children will need for their first job. The workshop relates skills to classroom instruction and emphasizes the need for students to take advantage of their educational opportunities.

What has been done?

Two Parent Workshops were conducted in 1966 by Pacific Telephone educational relations people. Another one was held in 1969. One parent said this about the workshop: ***"I had no idea so much is expected of high school graduates. I don't think I could pass some of those tests. I just hope it's not too late to encourage and help my children to take advantage of their schooling."***

Pacific Telephone educational relations officials agree as to the importance of this phase of ***Bridging the Gap*** but point out that due to limited personnel and resources, this is the phase that has been most neglected. Moreover, parents of unmotivated children may not be reached by these sessions because they often are not active in the P.T.A. or other parent groups. The arrangements to get these people together for a special workshop requires considerable expenditure of time and energy which must be diverted from other ***Bridging the Gap*** programs, it was noted.

Summary Evaluation

Due to the small number of workshops run, no data were obtainable on the program's impact on parent participants. However, if parental influence is as powerful as current thought on the psychology of learning seems to imply, this is one area in which considerable energy could be expended productively, providing ways can be found to make it work. This will require innovation in developing interest at the local level.

TRANSPLANTING THE PROGRAM

An Overview

Through the efforts of the ***Bridging the Gap*** originators in the Sacramento area, the concept has spread to a number of other communities in California's Northern Counties. The proliferation of the Counselor-Teacher Summer Workshops into three other state colleges in Northern California was directly the result of the efforts of the Pacific Telephone's educational relations supervisor.

The program has already appeared almost intact in San Diego in 1965, under the title ***"Four-Phase Guidance Program,"*** which grew out of a request for help from industry issued by the superintendent of San Diego City Schools. In response, the Pacific Telephone office in San Diego searched for ways it could assist schools and located one of the early program documents produced by Pacific Telephone in Sacramento. The idea was presented to the City Schools Superintendent, and the program has been operating since then.

In 1968, ***Bridging the Gap*** emerged as a formal program at Fresno State College. The Counselor-Teacher Summer Workshop was brought into being through the efforts of the local telephone company office, whose officers had seen a description of the program prepared in Sacramento.

The Counselor-Teacher Summer Workshop in the Northern Counties

The Counselor-Teacher Summer Workshop spread out from its Sacramento area birthplace in 1967 when a workshop of this type was sponsored at Stanislaus State College, 78 miles to the south. The next year, a similar workshop was begun at Sonoma State College, and in 1969 at Humboldt State College. The gradual geographic expansion was due to the efforts of the Pacific Telephone Company, which contacted each of the colleges to offer advice and assistance in setting up the new program.

Steps in setting up these workshops were generally the same in all three areas. Pacific Telephone sponsored luncheons where the program was explained to businessmen who were usually enthusiastic because, as one educator put it, ***"It takes a businessman to talk a businessman's language."***

Each college, however, developed its own program in slightly different detail, illustrating the flexibility of the ***Bridging the Gap*** concept.

Stanislaus State College

This college, which has had the longest experience of the three northern colleges, believes that the program effectiveness has been good, although there is an urgent need now to cover more industries and expand to a wider geographic area.

Educators were impressed by the amount of time that businessmen put into planning a program for the teachers. Visits to plants were scheduled for three days of the week, while class sessions featuring guest speakers from businesses were held the other two days. It was found that the participants could thus be exposed to a greater variety of businesses. Classes were held from 8:30 a.m. to 4:30 p.m. during the first two weeks in August. Three quarter units of credit were offered.

Many participants have repeated the course. A county school official suggested that second-year participants should be allowed substantial freedom and flexibility, with more opportunity to find out on their own what information they need and then research and locate the sources independently.

"The summer program is not just a matter of simple plant visits," said one of the officials in charge of the program. *"It is a solid educational course in which participants learn a great deal about the current economic situation of the industries, how industry manages to survive in a competitive market, and what workers are expected to do to help. The participating teachers learn about promotion and advertising, how new employees are inducted and old ones retrained and upgraded—many things that they were simply not aware of before."*

Sonoma State College

Participants at Sonoma State spent four days—with the sessions lasting from 9:30 a.m. to 4:30 p.m.—on field visits and one day in seminars or with individual studies during the four-week sessions offered in 1968 and 1969.

During 1970, the same format will be followed, except that the scheduling will be later in the year—a three-week *"post-session"* during August. Sonoma State officials explained that, otherwise, the course has to compete with other offerings in the summer session catalogue.

One Sonoma State educator said some participants were so excited about the program that they extended it to include a post-session independent study, for which they received academic credit. They surveyed 50 businesses, wrote and published a report, and distributed copies of it to high schools in the area.

The educator suggested that more seminars should have been scheduled so that participants would have the opportunity to discuss with each other what they saw.

Humboldt State College

Humboldt State has had only one workshop which enrolled only three students in 1969. The college will try to schedule another workshop in 1970 which must attract a minimum enrollment of 10 to be offered. Inadequate promotion was cited as the reason for the small number of students in 1969.

Last year the program ran full-time for two weeks, from 8:00 a.m. to 5:00 p.m. Three quarter units were offered. Participants complained that the schedule left no time for other summer classes, so the 1970 schedule calls for a four-week session with meetings exclusively in the afternoon, leaving the mornings free for other activities. Four quarter units will be given.

The Humboldt State students, who spent all their time in the field and none in the classroom, visited public utilities, a television station, a lumber mill, and other businesses, including the studio of a commercial artist.

During 1970 Humboldt State College will attempt to also attract graduating college seniors who have not had much previous exposure to work.

Because Humboldt State is in a very large sparsely populated agricultural area, students must generally stay in a dormitory while attending summer session. To offset this substantial expense, officials have applied to the United States Commissioner of Education for a $5,718 grant to pay for room, board, and expenses for 25 high school counselors who are to take the program in 1970.

The San Diego Program

The San Diego ***"Four-Phase Guidance Program,"*** a variant of ***Bridging the Gap,*** grew out of discussions between Pacific Telephone Company's school relations people in San Diego and the San Diego City school superintendent during an industry-education meeting in 1965.

The telephone company was asked for specific suggestions for pilot programs to be carried on in some of the high schools during the succeeding year. In a search for meaningful suggestions, Pacific Telephone personnel came across an early ***Bridging the Gap*** description produced in the Sacramento office. They used this as the basis for the ***"Four-Phase Guidance Program"*** accepted by the San Diego City Schools.

The program concentrated on three ghetto high schools and four junior high schools. The time necessary to prepare Counselor-Teacher Workshops was not available. Since direct entry to the schools was facilitated by the interest of the superintendent, there was no need to worry about overcoming school resistance to the idea. However, an orientation meeting was held on the first day of the Student Workshop program for counselors and business education teachers from the involved schools.

The main emphasis in San Diego has been on the Student Workshop phase, which differs slightly from that of the Sacramento program, in that it integrates into it many elements of the Company Resources program. (The program from the initial San Diego trial is included in Appendix C.) Another variation is that the school system provides bus transportation, partly due to the fact that the telephone company hosts entire classes of vocational students rather than dealing with individual students.

The Parent Workshop was seen as an important part of the San Diego program, but it met the same fate as it did in Sacramento. Few parents could be aroused to show enough interest to participate in one program offered in the evening on the company premises.

Company Resources are used by educational relations representatives all over San Diego, not just in the *"Four Phase"* schools. Approximately 100 students will go through the overall program in 1970.

Pacific Telephone reports favorable response to its program, which is, however, being re-evaluated to determine its specific relevancy to minority groups. The company recognizes the need to make the program relate more specifically to what the student happens to be studying just before visiting the premises. It would be highly desirable to know if a student has been studying Ohm's law in electronics shop the day before a visit. If so, he would then be given the opportunity to see how Ohm's law is actually applied in the daily tasks at the plant that is visited. Such predictability and preparation would require extensive planning and coordination and represents a type of optimum case. However, any effort in this direction would be considered desirable.

The Company Resources aspect of ***Bridging the Gap*** is also being examined to see if telephone company personnel can be put to better use in educational programs. Trying to motivate underachievers can be approached from several directions. One of these, the obtaining of additional community support, is being seriously considered, including the possibility of lending personnel to groups in the minority communities to help them organize on a neighborhood *"grass-roots"* level in support of their local schools. These groups would assure the student that people in his own community care about him.

Counselor-Teacher Summer Workshops, as such, have not been held in San Diego, but San Diego State College did conduct a Vocational Guidance Institute in 1969 to acquaint educators with the problems of the disadvantaged. The telephone company and 18 other firms participated.

Pacific Telephone Company spokesmen in San Diego report little business community concern about the fate of the terminal high school student, partly because of the currently favorable job market. No workable mechanism exists for multiple business participation in *"Four Phase"* so the telephone company has been carrying the burden alone. Where telephone manpower needs in a community are unique among local businesses, either for reasons of magnitude, educational background required or both, these considerations should determine the best course of action, and the emphasis to be placed on securing other business participation. If there is little concern for manpower problems on the part of other businesses no time should be allocated to overcome their indifference when telephone company needs are pressing.

The Fresno Program

Perhaps because of the proximity and similarity of Sacramento and Fresno, the program in the latter community resembles the Sacramento ***Bridging the Gap*** experience to a greater extent than does the one in San Diego.

The telephone company office in Fresno received one of the Sacramento ***Bridging the Gap*** progress reports in early 1968. The telephone company contacted an assistant superintendent of the Fresno City Schools and the idea for a Counselor-Teacher Workshop was approved by both the schools and Fresno State College.

The telephone company organized a luncheon and presented the plan to businessmen and educators who responded with enthusiasm. Another luncheon was held for interested businesses and a person from the San Juan Unified School District in Sacramento talked about his experience with the program. More than 20 local businesses offered to help.

Pacific Telephone gave a half-tuition ($38) to counselors who signed up for the program and, these grants were publicized by announcements sent to counselors throughout the county. In order to limit the number of persons applying, no mention of the course was made in the college catalogue. In the first year there were 30 replies, and 18 persons finally participated.

The 1968 program was considered successful by all concerned, and it was repeated in 1969. Scholarships were again provided, but this time, funds were successfully acquired from other businesses interested in the program in addition to the telephone company contribution. More small businesses will be included in summer, 1970; visits will be made only four days a week to allow for supplementary information on the fifth day, including such topics as labor unions and economics.

Employment readiness talks are given often by the educational relations representative. Some plant tours have been offered. The telephone company has participated in *"career days,"* but no full-scale commitment to other phases of the program is apparent.

Pressures for recognition of educational problems from minority groups, it was noted, have been growing, and the telephone company is planning to respond with what might be a Student Workshop.

Transplantability Factors

Flexibility and adjustment to the requirements of the community is the key to transplanting the ***Bridging the Gap*** program. San Diego took the program and modified it to meet local requirements. Experience with the modified program will result in further changes. Fresno, on the other hand, has taken the program almost exactly as it was written in the Sacramento ***Bridging the Gap*** document, and implemented the first phase as suggested. Local needs in Fresno have not yet demanded expansion into other phases.

Any new area management that is planning to implement the program should first, accurately define local needs; second, develop specific objectives; and third, examine the resources available and allocate them according to priority. San Diego, for example, determined that emphasis on the Student Workshop was most important, while Fresno decided that the Counselor-Teacher Workshop was most necessary in that community.

CONCLUSIONS

A program that works well in one community, with modification to fit local needs, often can be successfully utilized elsewhere. The Counselor-Teacher Summer Workshops make an excellent example. So far they have been transplanted to four state colleges, other than Sacramento State College, the original site. Twenty communities in California have been involved in one aspect or another of ***Bridging the Gap.***

From a study of available source material, it is concluded that continued acceptance and growth of ***Bridging the Gap*** programs can be expected.

The following statements are IED's conclusions:

1. Comments by teachers answering Pacific Telephone and IED questionnaires indicate a strong acceptance of the program. It provides a vital link between the student and prospective employer.
2. Favorable attitudes were developed by educators toward companies participating in the program.
3. Certain students found the workshops helpful in improving their understanding of company operations and in making career plans.
4. Parent Workshops can create supportive attitudes toward teacher and school and probably toward prospective employers also.
5. If the program is to be effective, planning is essential. Each community must determine its own needs and from these arrive at specific objectives. Many institutions and classes of participants must join in. The ***process*** of participation seems to be the key to the program.
6. The ***Bridging the Gap*** approach leads to distinctly mutually beneficial relationships between industry and education.
7. The program has a tendency to grow and appears to strengthen the ties of the participating companies with all sectors of the community, including state and federal agencies.
8. With planning, community participation, and continuing coordination, ***Bridging the Gap*** reaches its objectives.
9. The program has demonstrated potential for wide-spread adaptation in other parts of the United States.

As with any new idea ***Bridging the Gap*** has its strong and weak points. The strongest span in the ***"bridge"*** at this time is the Counselor-Teacher Workshop. These workshops not only have given the participants valuable information about the business world but they have helped to establish a working rapport between educators, businessmen, and government officials associated with the program.

The weaker elements of the program would seem to be the Student and Parent Workshops. One model for overcoming some of the problems with the Student Workshop is described on page 33. Overcoming the problems in the Parent Workshop will take a great deal of effort on the part of organizers. This effort should be focused sharply on the dispositions of local parents and the priorities they will accept.

GUIDELINES FOR IMPLEMENTATION

Six years' experience with ***Bridging the Gap*** in the Sacramento area has provided fruitful data on what ***to do*** and what ***not to do*** in implementing a program of this kind.

How to Begin

In Sacramento, Pacific Telephone staff commitment was supplemented by support from other companies, government agencies, and the California State Colleges. While a single company can implement the program, as indicated earlier, there are advantages of establishing an agency including all parties likely to be involved to coordinate the program. This provides for a greater diversification of community resources to become involved in the educational process and provides a more realistic view of the world of work.

Since leadership is a scarce commodity, setting up any new committees or organization might lead to a loss of effectiveness. Therefore it is recommended that a survey of available resources in the community be made. If an agency exists with potential for coordinating ***Bridging the Gap,*** seek its assistance first. If not, the telephone company should take the initiative.

The county or city school superintendent might be a good catalyst, but each community is different. Perhaps the education committee of the Chamber of Commerce, a coalition of service clubs, or an industry-education council might be effective. A coalition of businessmen could hire someone to coordinate all industry-education programs from a central location.

Hopefully the program's coordinator will have an intimate knowledge of business and education, and he should have an adequate staff and a permanent location.

Business and community support is often waiting to be tapped. In Sacramento, for example, Pacific Telephone sponsored a series of luncheon meetings for large businesses and governmental agencies. With the help of a slide presentation on the need for better cooperation between education, government and industry, the company developed sufficient support to get ***Bridging the Gap*** off the ground.

Doing things in a natural sequence is important. It should be stressed, however, that local conditions may demand unique approaches to unique problems, and the following steps, under these conditions may require substantial alteration.

While the ***Bridging the Gap*** program's ultimate target is the student, the best tactic for getting started is to find the counselors who are directly involved with students—help them to realize the need for ***Bridging the Gap.*** This can be done through either a summer Workshop or a One-Day Workshop. The teacher is an important factor in the success of ***Bridging the Gap,*** but it may be difficult to get him out of his classroom. It seems helpful to involve him in the One-Day Workshop. If possible, involve him also in the summer program.

The Student Workshop naturally grows from the Counselor-Teacher Workshop. This interaction creates a demand for a Company Resources phase. The Parent Workshop can be started just before, during, or after the Student Workshop.

It is doubtful that the schools will initiate a ***Bridging the Gap*** program. Many counselors, teachers, and school administrators may see the need, but they are already occupied with a substantial burden. They are not usually aware of the resources of business or how to approach businessmen. Business must take the initiative to show educators how business can help with problems that beset them.

SOME SUGGESTIONS FOR SETTING UP A COUNSELOR-TEACHER WORKSHOP AT A STATE COLLEGE OR UNIVERSITY

1. Find the Dean of the Summer Session and tell him about the program at least nine months before the summer the program is to be held.

2. Introduce him to the ***Bridging the Gap*** concept and leave copies of a printed document about the program. The printed document could be a summary of this report adapted to local needs.

3. Call him back after about two weeks to get his response.

4. If there is a delay, try to find a faculty member who would be interested in spearheading the program at the college.

5. Once the program has been given the go-ahead at the college level, compile a list of 25 or 30 local businesses for possible involvement.

6. Schedule a luncheon meeting of college personnel, the school superintendent's staff, and members of the business community. Have someone introduce the concept who is thoroughly informed about the program and knows the problems of both business and education.

7. Enlist the school superintendent's office to give its support and to publicize the program within the school system, both formally and informally.

8. Remind interested businesses to contact either the faculty member in charge or the program coordinator if they are interested in taking part in the summer program.

9. Send industry participants an application form (see Appendix) indicating what is expected of them, including a statement of the number of students they wish to take and for how many days. Urge prompt return of applications.

10. Develop a publicity campaign. Include details of the program in the summer school catalogue. Print special brochures. Exploit all possible channels of communication, both formal and informal. Try newspaper articles, fliers, bulletin boards, posters for the schools, radio spots, and informal telephone calls.

11. Each company that participates in the workshop should select someone to coordinate their workshop. Allocate about 20 middle management man-days and five days of secretarial time to arrange for an internal information program and prepare schedules for various departments involved.

12. Business and secondary schools tend to be the most enthusiastic with some reluctance on the part of the colleges, but expect that everyone will wait for someone else to do the organizing. So be prepared to carry a heavy load at the beginning.

13. Make a similar effort each year to keep the program going.

SOME SUGGESTIONS FOR SETTING UP A ONE-DAY WORKSHOP

1. Make your initial explanation to the principal or other head of the school.

2. Make the first contact at least a year in advance so you can get a list of days that teachers are required to be on the high school campus without teaching duties. Workshops can be scheduled to fit in this period of time.

3. Determine the number of teachers who can be accommodated in the program. Develop an agenda and a complete program, including the types of employment available for graduates and the requirements for entry-level positions.

4. Ask the administrator for a list of teachers to contact.

5. Line up a company coordinator, someone from the personnel office, and if possible a representative from the several operating departments. A coordinator should also be provided in the school. Brief them thoroughly about the program. Determine whether or not they are sympathetic to the objectives of the program.

6. Allocate about four middle-management man-days for the coordinator to make contacts and follow-ups, to get the teachers' names, and to coordinate the program. Four other man-days of supervisory personnel time may also be required.

SOME SUGGESTIONS FOR SETTING UP A STUDENT WORKSHOP (SACRAMENTO PLAN)

1. Keep in mind that the prime targets for this group are the underachievers, including potential dropouts.

2. Remember that, ideally, one company should work with one high school and remain with it.

3. Pick the counselor in charge of the guidance department as the entry point for this program in the school and lay out the workshop idea for him. Explain program objectives, the expectations, and the type of student desired. Expect the counselor to be a little suspicious about motives at first. Explain that the program is concerned with the improvement of student motivation and understanding of the relation between schooling and the world of work.

4. You may want to keep these selection procedures in mind:

   a. Students—

      The number of students to be included in a specific organization will depend on the type of business, extent of facilities, and personnel available. The workshop is most successful with one employee to every three or four girls. Optimum results for boys seem to be obtained with a ratio of one-to-one. This *"buddy system"* is not mandatory and will depend on the resources of the organization.

   b. Employees—

      Employees who participate in this workshop should be carefully selected. They should be young and sympathetic with the problems of youth, and especially those of minority groups. They should be told about the background and objectives of the program and asked if they want to work with young people on this Workshop project. You should determine that the employees volunteering are able to communicate with the students and develop a realistic connection for the student between his school curriculum and work. The employee's organization level is unimportant.

5. Do not count on *"quickie"* plant tours, or *"fun days"* to do any good in overcoming apathy and lack of motivation. Try to use six consecutive Friday afternoons. However, depending on the resources of participating organizations, there may be fewer, or possibly more, sessions.

6. Select as a coordinator the employee best qualified to develop plans, take charge of the orientation meetings, contact the school superintendent, and follow up later in the evaluation process.

7. Schedule an orientation meeting about two weeks beforehand with the employees who will actually be conducting the Student Workshop. Restate the background and objectives of the program. Make specific assignments of pupils to individual employees. Ask the employees to develop a written outline of the activities they intend to pursue with the student for each day of the Workshop. This outline should designate time and place for meeting and identify other employees with whom the student will come in contact.

8. On the first day of the Workshop, assemble the students and your guiding employees for an orientation meeting. Stress the need for punctuality, attendance, and good conduct during the Workshop sessions. Then, assign each individual student to an employee who will accompany him to the work location.

9. The individual program for students will vary widely with each organization and employee involved. The individual employee is on his own in developing specific content. He—or she—is in a sense acting as an amateur counselor. But these basic ground rules are important:

   a. Put the student at ease and attempt to develop an atmosphere of sympathetic understanding.

b. Do not preach or lecture.

c. Be a good listener.

d. Establish connections between basic school curriculum and job requirements; that is, reading, writing, arithmetic, and verbal skills.

e. Explain that traditional *"simple"* jobs are disappearing and that virtually all entrance jobs require a good basic education.

f. Provide an opportunity for the student to have informal discussions with recent high school graduates on the job.

g. Individual employees often establish a lasting relationship with students. The students, when encouraged to come back, often do so. If this happens, it is a good indication that the objectives of the Workshop were met.

10. Expect transportation to be one of the biggest problems. The school generally will not provide it. Buses lead to a behavior problem. A one-to-one relationship in a private car is ideal but if this is not feasible, at least use cars. Company personnel involved in the project should be drivers, so they will have a good opportunity to interact personally with the students. The telephone company found that parents occasionally supplied cars; usually the Company Community Relations Team provided them.

11. Develop a prompt reporting procedure for absenteeism. Employees should report any such problems to the coordinator and the coordinator should immediately notify the school.

12. Because the pupil workshop does not involve work by the students, it has been found there are no objections from labor unions, but some unions appreciate being advised that such a program is being conducted.

13. Make sure students are covered by school liability insurance. In some cases it may be necessary for the schools to obtain the students' parents permission to participate in activities off the school premises.

14. Provide for follow-up evaluation after the Workshop is completed.

    a. From business to school—Get an evaluation of the student's performance during the Workshop. This evaluation and attendance record should be sent to the high school.

    b. From school to business—Get an evaluation of the impact of the Workshop on the individual students from counselors and teachers.

SOME SUGGESTIONS FOR SETTING UP A COMPANY RESOURCES PROGRAM

1. Survey the available companies as to their interest in participating in a Company Resources program. Determine their available public relations resources and confirm that these are dependable. Compile a list of possible resources and produce a summary brochure. Have this leaflet approved by the companies involved.

2. Publicize the fact that companies are willing to offer their resources to the schools, such as the traditional plant tour and the telephone company's *"Employment Readiness Talks."* Spread the *"Call on Us"* idea.

3. Expect a large number of requests for additional assistance. Do something about each request.

4. Choose people to fulfill the requests who are thoroughly acquainted with all aspects of the business, particularly employment requirements.

5. Expect heavy involvement. For example, five regular school consultants at Pacific Telephone Northern Counties Office are involved in this aspect of the program 40 percent of the time. Altogether, they made over 300 presentations in 1969.

SOME SUGGESTIONS FOR SETTING UP A PARENT WORKSHOP

1. Approach the P.T.A. or other school-parent group and request that one evening, about two hours, be made available. They will usually be cooperative and enthusiastic, since they are often short of material for interesting evening presentations.

2. During the program, explain the ***Bridging the Gap*** concept. Explain pre-employment tests and job applications. Relate skills on the job to what is happening in the classroom.

3. Try to use two people on the program for variety. Visual aids (slides, short films, graphs, actual applications) enhance interest in the program.

4. Investigate any and all possibilities that exist for involving the more apathetic parents in the program. Post invitations in community service facilities and contact prominent social workers cooperating with school counselors.

An Alternate Approach—Student Orientation

The recommendations included in this section are directed to an alternate procedure for establishing a Student Workshop experience, as well as additional student oriented phases.

One of the problems with the Student Workshop phase of the program is its failure to match students having specific kinds of interests and attitudes with the work experiences they need. (See Chart on Page 35)

The problem is caused by poor student selection in the first place and a limited range of work-experience programs in the second. The first step toward solving it, then, is to identify clearly student differences—first, the student who is extremely listless and unmotivated about working; second, the undecided and unmotivated underachievers; and, third, the student with some general idea about what he wants to be. The second step is to set up programs that will fill the need of each of these groups.

The extremely unmotivated student should receive intensive testing and counseling. A young person with a similar background to the student's might be employed as a counselor to break down communication barriers. The undecided and unmotivated underachiever should also receive intensive counseling, although he may be easier for the counselor to reach. [Nothing said here should be taken to imply that the selection of the counselors is a simple matter or that the counseling job is easy. The only point being made is that often a young person of similar age and experience may have a better chance of reaching the unmotivated student than an older person lacking that experience.] The student with some idea of what he wants to do should be given the facts about the job he is considering, along with some alternatives worked out with his counselor.

Employment readiness talks by business representatives are helpful for the latter students, but the hard-to-reach underachiever will probably not even listen. Again, an employee of similar background—perhaps someone who has benefited by previous ***Bridging the Gap*** programs—might be effective in reaching him.

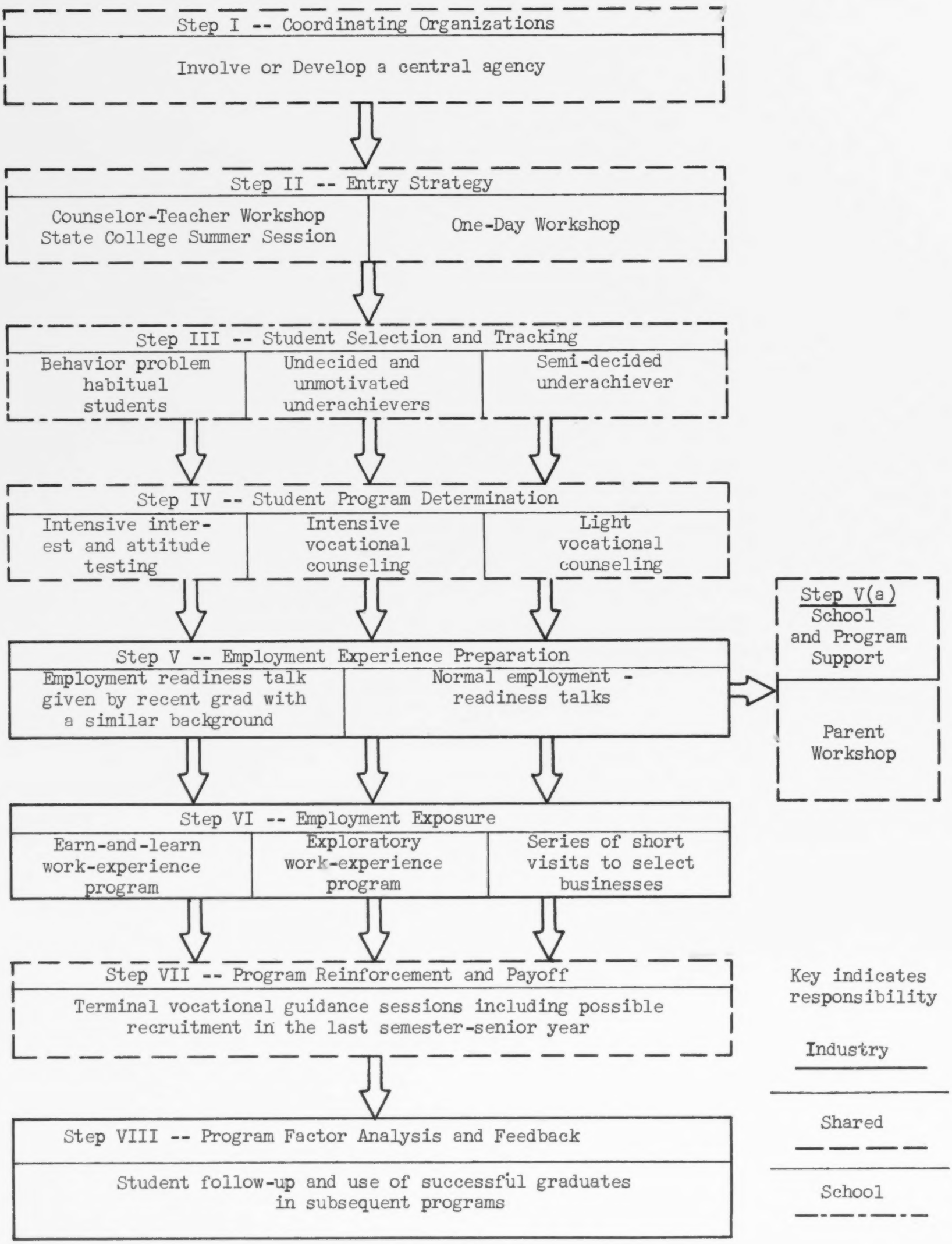
The paycheck is often a potent instrument in motivating a hard-to-reach underachiever. The typical Student Workshop seems not to affect him, but his teacher may notice a remarkable change of attitude and grooming when he has obtained a job. A program of paid work experience should be available for this student.

The Student Workshop may also be a waste for the middle student—undecided and unmotivated. He may benefit more from exploratory work experience, actually being able to try jobs out.

Setting up alternate approaches and sequencing would allow the Student Workshop to concentrate on the thing it does best—providing an opportunity for the semi-decided underachiever to visit a small number of selected businesses in which he has some interest. After going through the program in their early high school years, many students slip back into a dull, dissatisfied pattern for the remainder of their secondary education. Unless these students are reminded repeatedly, throughout their high school years of what they face when they graduate, the Student Workshop may lose its potency. Some mitigating input is needed. Some suggestions include conducting a *"job opportunity fair"* given during the junior and senior years of any annual ***Bridging the Gap*** alumni day as reinforcers of the program. Students who have gone through ***Bridging the Gap*** should receive special help from industry counselors—if possible a display of continued interest by private business is necessary. If the students who participated in ***Bridging the Gap*** are successful in their senior year i.e. school attendance, punctuality, attitudes, and academic achievement, they should be eligible for special employment consideration by the businesses visited. The students will then have a concrete goal.

Additional phases of ***Bridging the Gap*** are possible. One is the establishment of a business-financed vocational guidance center so that college and university students can receive direct help from private industry in planning their studies. Another phase might promote understanding between the business world and instructors in the liberal arts and humanities. Follow-up studies are essential so that informed changes in the program can be made.

ONE ALTERNATIVE SEQUENCING
MODEL FOR BRIDGING THE GAP


Step I -- Coordinating Organizations
Involve or Develop a central agency
Step II -- Entry Strategy
Counselor-Teacher Workshop
State College Summer Session
One-Day Workshop
Step III -- Student Selection and Tracking
Behavior problem habitual students
Undecided and unmotivated underachievers
Semi-decided underachiever
Step IV -- Student Program Determination
Intensive interest and attitude testing
Intensive vocational counseling
Light vocational counseling
Step V -- Employment Experience Preparation
Employment readiness talk given by recent grad with a similar background
Normal employment - readiness talks
Step V(a)
School and Program Support
Parent Workshop
Step VI -- Employment Exposure
Earn-and-learn work-experience program
Exploratory work-experience program
Series of short visits to select businesses
Step VII -- Program Reinforcement and Payoff
Terminal vocational guidance sessions including possible recruitment in the last semester-senior year
Step VIII -- Program Factor Analysis and Feedback
Student follow-up and use of successful graduates in subsequent programs
Key indicates responsibility
Industry
Shared
School

APPENDIX A

Materials from the

Counselor-Teacher Workshops

at Sacramento State College

BRIDGING THE GAP

A Unique Sacramento State College Summer Course

A comprehensive series of seminars, tours, and observations in business and governmental agencies.

4 UNITS OF CREDIT
"OFF-CAMPUS" CLASSES
NO TEXT BOOKS

For more information contact:
MRS. LOUISE YOUNT
School of Business Administration
Sacramento State College
Phone: 454-6239 or 456-6004

Enrollment Deadline May 15

NEWS OF SACRAMENTO STATE COLLEGE

FOR FURTHER INFORMATION CONTACT
SACRAMENTO STATE COLLEGE NEWS BUREAU
Adm. Rm. 111, 6000 J St., Sacramento, Calif. 95819
Phone 454-6156 Area Code 916
After hours: Duane Spilsbury, director — 489-8650

FOR RELEASE APRIL 11, 1969

SUMMER PROGRAM LINKS YOUTH AND COMMUNITY

Approximately 20 corporations, government agencies, public utilities, factories and banks will assist Sacramento State College this summer as teachers and counselors from local high schools take part in a program to bring the business community closer to job-seeking youth.

The program, entitled "Bridging the Gap" is a course offered in the SSC Summer Session schedule. By offering those who participate an opportunity to tour local firms, talk with decision makers in the employment market and become acquainted with employee demand, course planners hope to create a link between employers and graduating high school seniors who are looking for work.

According to course instructors, participating counselors will take extended tours of at least eight business firms or government agencies and have opportunities to talk with managers and employees about all aspects of employment. With this instruction they may counsel young people and have a first-hand knowledge of the business community.

The four-unit workshop will extend four weeks from June 23 to July 18. Registration is open to all graduate students but enrollment is limited. Due to course planning requirements, a registration deadline of May 1 has been set. For further information contact Dr. James Weston at 454-6153 or Dr. Joseph Martin at 454-6229 or 454-6325.

BRIDGING THE GAP

Between Business, Education and Government

DATES AND LOCATION

June 23 - July 18, 1969
First class meeting - Business Administration Building, Room 208
Sacramento State College

PURPOSE

The purpose of the course is to bridge the information gap between the schools and employers. Equipped with recent, accurate information about available jobs, teachers and counselors are able to make education more relevant for students and to direct their graduates toward productive employment.

You will:

1. Take extended tours of at least eight business firms or government agencies and have opportunities to talk with managers and employees about all aspects of employment.
2. Participate in discussions of the employment market with authorities from business, government and education.
3. Synthesize your experiences and relate them to your teaching or counseling efforts.

PARTICIPANTS

Insurance companies, department stores, government agencies, public utilities, banks, factories and communication organizations -- approximately twenty.

TIME

Four weeks - June 23-July 18, 1969. 9:00 a.m. - 4:00 p.m. daily
Nineteen "off-campus" classes and four "on-campus" half-day meetings.
First day, June 23, meet in Business Administration Building, room 208 at 8:00 a.m.
Remainder of the day at assigned businesses.

REGISTRATION

Open to all graduate students. Enrollment limited. Submit enrollment application attached. Registration materials will be sent to you. Reservations will be made in the order completed registrations and fees in the amount of $92 are received. Registration and payment deadline is April 11, 1969.

INFORMATION

For further information contact Dr. James Weston at 454-6153 or Dr. Joseph R. Martin, telephone 454-6229 or 454-6325.

Enrollment Application

Mail to: Dr. James Weston
School of Business Adm.
Sacramento State College
6000 J Street
Sacramento, CA 95819

Please send me registration materials for the "Bridging the Gap" Workshop announced in this Brochure.

Name _____

Address _____

City/State _____ Zip _____

School & Address _____

Field of
Specialization _____ Grade ____

Data for Registration Cards

Course Code, Dept.	BA 396 (0379)
Name & No.	Ed 379 (9305)
Title:	Counselor-Teacher Workshop in B. E.
Instructors:	Weston/Martin
Location:	SSC - BA 208
Units:	4 semester units

Please indicate either BA 396 (0379) or Education 379 (9305). Submit check for fees with completed registration cards prior to April 11. Do not send cash.

SACRAMENTO STATE COLLEGE
Division of Business Administration
6000 J Street
Sacramento, CA 95819

COMPANY'S INFORMATION SHEET: B. E. 396 or Ed. 379.1 - Teacher-Counselor Workshop
Summer 1969 (June 23-July 18)

Firm: _____

Address: _____ ZIP _____

Name and title of person in charge of session: _____

_____ Telephone No. _____

To give the student an opportunity to select some of the firms he will visit it is necessary to plan programs for the following schedule. Which one will meet your program best? (1)____a one-day session. (2)____a two-day session. (3)____a three-day session. (4)____a four-day session. (Sessions are to be from 9 a.m. to 4 p.m., Mondays through Friday noon--campus sessions on Friday afternoons.) Your session dates will be established by March 14, 1969.

How many students can you accommodate? _____

How many different sessions can you offer? _____

Is lunch available on the premises? Yes _____ No _____
If "no" should students bring lunch? _____

_____

Is adequate parking available? Yes _____ No _____
If "no" please suggest a solution. _____

_____

Please send us by April 11 a course outline of your proposed session. (We realize that it may be subject to change.)

Can you recommend another firm who should be invited to participate in this workshop?

_____

_____

Please call on us for assistance. Dr. James J. Weston, 454-6153; or Dr. Joseph R. Martin, 454-6229 or 454-6325.

Signature _____

- -

Return this completed form to Dr. James J. Weston prior to February 14, 1969.

APPENDIX B

Materials from the

Fresno State College

Counselor-Teacher Workshops

1969 Bridging the Gap
July 21 - August 15

What it is - a program originated by the Fresno business community last year, following the success of a similar effort in Sacramento, which teaches school counselors what requirements for employment exist in local business firms. This is accomplished through both classroom instruction and visits with business personnel officials in their respective firms.

Structure - the program is built around a four-unit, graduate level course, Business 385, created and offered by the Extension Division of Fresno State College at a cost of $18 per unit. The coordinator of the program this year is G. A. Eckenrod, Dean of the Business Division of Fresno City College.

Program - students will visit four business firms per week, sixteen in all, on a time schedule of 10:00 - 3:00. On the fourth day an evaluation session will be carried out which will tie together the information gathered and reflect the reaction and response from the business contacts.

Participants - Fresno State College, Deans and Counselors of Fresno City and County, Fresno County and City Chamber of Commerce, government agencies, public utilities, businesses, services, industrial firms, financial institutions and others.

The Education Committee of the Fresno Chamber of Commerce is very interested in seeing this program become a highly successful part of the annual school year for Fresno area counselors because of the obvious benefit to both employers and graduating students. We're confident local business firms will assist in this effort and help add to the depth of our education system.

FRESNO STATE COLLEGE
EXTENSION DIVISION

May 1968

ADVANCE ENROLLMENT APPLICATION FOR:

SPECIAL EXTENSION CLASS
"Bridging the Gap Between Business and Education"

SPONSORED BY THE FRESNO COUNTY AND CITY CHAMBER OF COMMERCE.

OBJECTIVE: To provide an opportunity for those in education to learn DIRECTLY from business executives and employees the operational job requirements of their business.

DATES: Four (4) Weeks. July 22 thru August 16, inclusive.

COLLEGE CREDIT: Four (4) GRADUATE UNITS.
2 Units Business 380T, Occupational Studies
2 Units Admin. Ed. 175, Occupational Analysis and Information

COST: $16.50 Per Unit. Some scholarships will be available.

CLASS SCHEDULE: Daily 8:00-9:30 a.m. Classwork, Fresno State College, Room 21, San Ramon Building
Daily 10:00 a.m. - 4:00 p.m. Business Assignments

ENROLLMENT PROCEDURE: Enroll in class 8:00 a.m. Monday, July 22, Room 21, San Ramon Building, Fresno State College

Enrollment will be LIMITED to 25 students.

APPLICATION DEPOSIT: A deposit of Ten Dollars ($10.00) is required with your application. APPLICATIONS MUST BE RECEIVED NOT LATER THAN JUNE 1, 1968.
Make checks out to Fresno State College Association.
Deposit will guarantee enrollment and will be returned.

- -

ENROLLMENT APPLICATION BRIDGING THE GAP CLASS

MAIL TO:
Richard N. Helm
3132 E. Fairmont
Fresno, California 93726

_____
Date

_____ _____
NAME HOME ADDRESS

$10.00 deposit attached. Make check out to: Fresno State College Association.

_____
SIGNATURE

June 19, 1969

Mr. Bob Goolsby
City Freight Agent
Santa Fe Railway Co.
P. O. Box 1947
Fresno, California 93718

Dear Mr. Goolsby:

Bridging the Gap, the Fresno State College occupational information training program designed for high school and college counselors, will be kicked off at 3:30 p.m., on June 27, in the Chamber of Commerce Building. The participation of your firm insures the success of a very worthwhile project, for only through your cooperation can the objectives of the project be achieved.

For whatever assistance it may be in preparing for the visitation to your place of business, the following items will be of interest and concern to visiting counselors:

1. Job classifications, qualifications, turnover, replacements, source of supply, desired levels of maturity and preparation.

2. Hiring policies and techniques, pre-employment tests, employee recruitment, interviewing.

3. New employee orientation, vestibule training.

4. In-service training, retraining program, training manuals and facilities.

5. Wage scales, fringe benefits, wage incentives.

6. Promotion opportunities, institutional career service.

7. Product information, services provided, markets served.

8. Type of organization, ownership, local or national affiliation.

9. New products, new jobs (last two years).

10. Projections five years from now.

In our meeting on June 27, we will discuss guidelines for the visit and distribute information which will tend to make the experience at each firm fairly comparable to others.

A copy of the evaluation sheet which will be used upon completion of the program is enclosed.

Should you have questions regarding the program, please feel free to contact our Bridging the Gap coordinator, Gerry Eckenrod, Dean, Business Division, Fresno City College, 264-4721.

Sincerely,

Mrs. Bennie Bomprezzi, Chairman
Bridging the Gap

BB:jc

Enclosure

FRESNO STATE COLLEGE
Extension Division

June 1969

"BRIDGING THE GAP PROGRAM"

GENERAL INFORMATION FOR COOPERATING FIRMS:

DATES OF CLASS: July 21 through August 15, 1969 - Monday through Friday

STUDENT AVAILABILITY: Daily from 10:00 a.m. through 3:00 p.m.

SUGGESTED CONTENT:

1. Name tags for students. (You will receive their names in advance of the visitation date.)

2. If at all possible, a reasonably tight schedule should be planned.

3. Time should be allowed with key executives as well as providing an opportunity to talk with employees on the job.

4. An understanding of your total organization; the basic functions of departments and their operation would be very helpful. What you do and how you do it is essential to an understanding of the opportunities offered for employment by the organization. Hand-out material will be very helpful.

5. While a tour of your facilities is quite necessary, please do not treat this group as a casual "visitation" group.

6. By all means, provide question and answer periods, both at the departmental level and at the concluding session.

7. The size of groups attending will be about 15. You may divide the group in any way you feel would be conducive to ease of operation.

8. The students are high school and college teachers or counselors who desire accurate up-to-date information about the business world today.

9. You may contact me at: 1101 E. University Ave. - Telephone 264-4721.

--Gerry Eckenrod, Instructing
"Bridging the Gap"

FRESNO STATE COLLEGE
SCHOOL OF BUSINESS

ADVANCE ENROLLMENT APPLICATION

Course:	Bus. 385, BRIDGING THE GAP, 4 units
Instructor:	Gerry Eckenrod
Date:	July 20, 1970 - August 14, 1970 (4 weeks)
Time:	MTThF 10 a.m.-4 p.m., W 8 a.m. - 12 noon
Cost:	$19.00 per unit, $76.00 full tuition
Scholarship:	One-half tuition payable upon registration

Your priority has been established. Return the application for scholarship below before May 15. Your deposit will be refunded at registration, the first meeting of the class, July 20.

.....(Detach and return).....

ENROLLMENT RESERVATION AND SCHOLARSHIP APPLICATION

Mail to: Mr. G. A. Eckenrod
1101 East University Avenue
Fresno, California 93704

Miss
Mrs.
Mr.

_____ _____ _____
(date) (full name) (address including zip code)

My check (or postal money order) in the amount of $10.00 is attached hereto as a deposit on my application for a half-tuition scholarship. I understand that I will receive a refund upon registration for the class.

Make check payable to:

Fresno State College
School of Business

_____
Signature

APPENDIX C

RESULTS OF THE INITIAL SAN DIEGO TRANSPLANT

AS REPORTED BY PACIFIC TELEPHONE

RESULTS OF INITIAL TRIAL

In the pilot project, the time necessary to prepare and conduct Phase I and II as planned was not available, so immediately the flexibility of the program was tested. The following Schedule of Activities will show how the Phases were condensed and outline the program as it actually occurred in 1965-66:

ORIENTATION:

October 20, 1965 - Orientation meeting at San Diego High School. In attendance were counselors and Business Education teachers from the two schools selected to become involved.

October 27, 1965 - Teacher-Counselor tour of four departments.

& November 3, 1965

STUDENT WORKSHOP - INTRODUCTION

November 8 & 9 - Classroom lecture by General Personnel Manager. The talk consisted of the overall structure of the Telephone Company and briefly outlined the different functions of each department. He spoke of Pacific Telephone's aim to discharge its three-fold obligation to the community by (1) furnishing the best possible service, (2) furnishing this service at reasonable cost, and (3) treating the employees fairly.

STUDENT WORKSHOP - PANEL PRESENTATION

November 9 & 10 - Panel consisted of department representatives who led Teacher-Counselor Tours. Each speaker presented a clear picture of how his (or her) department fitted into the complete picture, what type of work was done there, what would be available to the new employee, and what would be expected of him. A question and answer period followed each panel discussion.

STUDENT WORKSHOP - TOURS OF COMPANY

November 15 thru December 14 - For five consecutive weeks, the students visited five different work locations. This was on a carefully scheduled basis. Students spent about 1 1/2 hours on a "job" with an employee to explain the job operation. Where possible, the student participated.

STUDENT WORKSHOP - CLOSING LECTURE

January 10 & 11, 1966 - The company coordinator visited the participating schools speaking about general job requirements and employment procedures involved in securing jobs.

STUDENT WORKSHOP - "MOCK" INTERVIEWS

During January, 1966 - Students were interviewed individually by

company interviewers on school premises. Each was given an evaluation of his interview, in an effort to prepare the student against that inevitable "real" interview situation.

Appraisal forms were prepared and distributed to all participants. Information gathered helped prepare us for future programs.

Pacific Telephone, in the Southern California area, has for many years used parts of the four phases outlined in this plan, but had never put them together as a package until this time. During the course of this experimental year, we became aware of the necessity of motivating the parents if we expected to be successful in a maximum motivation of the students. This would, in effect, mean a fifth phase for the program. The full impact of this pilot project could not be registered on paper, and, undoubtedly, some of its effect was not immediately evident, but enough success had already been realized to warrant the City School System to request that Pacific Telephone engage in such a project for the school year 1966-67. It was planned to increase tne number of high schools participating to three, and add ninth grade students from four junior high schools. It was also planned to add the previously mentioned fifth phase and include the families of the students in an active way.

RESULTS OF STUDENT APPRAISAL

	VERY	QUITE	FAIRLY	SOMEWHAT	NOT
1. How helpful was the workshop in general?					
San Diego High School	14	12		5	
Lincoln High School	10	6	3	4	
2. How successfully was the objective met:					
View of Actual Jobs					
San Diego	16	14	1		
Lincoln	15	6	2		
Improve understanding of business					
San Diego	12	17	2		
Lincoln	8	9	6		
Acquaint you with necessary qualifications					
San Diego	20	11			
Lincoln	9	12	2		
Show advantages of completing high school					
San Diego	25	5	1		
Lincoln	12	10			1
3. How well did the program serve to improve your idea of what business looks for?					
San Diego	11	10		9	
Lincoln	9	7		6	
4. How helpful was the program with the making of your future plans?					
San Diego	8	9		11	1
Lincoln	5	7		9	1
5. How interested are you NOW in quitting school?					
San Diego			4		27
Lincoln	1	2	2		18

APPENDIX D

Instruments used as

IED Questionnaires

INSTITUTE FOR EDUCATIONAL DEVELOPMENT
999 N. SEPULVEDA BLVD · EL SEGUNDO, CALIFORNIA 90245 · (213) 772-2127

March 18, 1970

We understand that you participated as a member of the summer counselor-teacher workshop phase of "Bridging the Gap." The Institute for Educational Development is conducting an independent evaluation of this program.

We are attempting to evaluate the merit of this type program for possible transference to other locations. Your candid answers to the enclosed questionnaire are the key to the success of this effort.

In order to give you the maximum opportunity to comment on your experience with the summer workshop, we would like to get your response to this questionnaire in a direct telephone interview, as well as with a written reply. We, therefore, have included two copies of the questionnaire. One should be used to return your comments to us, via the enclosed prepaid envelope as soon as possible. Please keep the other for the phone interview.

Within the next two weeks, you will be receiving a telephone call from Bradford Sales, an IED research assistant. Your cooperation in assisting him in the short interview will be greatly appreciated.

If for some reason Mr. Sales fails to reach you on his first call, we would appreciate you returning the call as per the instructions of the operator. <u>There will be no expense to you</u>. If for some reason, the message is not explicit, please call us collect at area code (213) 772-2127 indicating you are a respondent to the "Bridging the Gap" questionnaire.

Let me stress again that you are the key to an evaluation that will have national impact, and we greatly appreciate your cooperation.

Sincerely,

Robert T. Filep, Ph.D.
Director of Studies

RTF:js

Enclosures

CORPORATE OFFICE · 52 VANDERBILT AVENUE, NEW YORK, N.Y. 10017 (212) 686-8910

IED-Counselor Teacher Workshop
"Bridging the Gap" Questionnaire

Name Position

Address Institution

Month and Year in workshop Degree and Field

1. I first became aware of the summer workshop when _____

_____

_____

2. My motivation for becoming involved in the workshop was_____

_____

_____

_____

3. The most important and worthwhile experience that resulted from the summer workshop was_____

_____

_____

4. Thanks to the knowledge and/or insights received during the summer, I made the following modifications in my teaching/ counseling program:_____

_____

5. The following is/are my suggestion(s) for improving the summer counselor-teacher workshop program_____

_____

Use other side for additional comments

6. My candid opinion regarding the merit of the program is_____

_____

7. I have had the following type interaction with the companies involved in the workshop since my participation:

_____

_____

8. I believe this type program has the following indirect effect on the drop-out rate, alienation, and apathy of some students: (Check one)

1. Positive ( )
2. Negative ( )
3. None ( )
4. Other ( ) _____explain.

9. Please include any further comments here that you may feel are relevant to this evaluation task:_____

_____

Use other side for additional comments

IED-Telephone Company Educational Guest Speaker

"Bridging the Gap" Questionnaire

1. I first became aware of the telephone company's "Bridging the Gap" Guest Speaker Program when _____

_____

_____

2. My motivation for becoming involved with the telephone company's school program was _____

_____

_____

_____

3. The most important and worthwhile experience that I received from the program was _____

_____

_____

4. Thanks to the knowledge and/or insights received during the presentation, I made the following modifications in my teaching program _____

_____

5. My candid opinion of this kind of program is _____

_____

_____

_____

6. Generally, I felt the presentation did one or more of the following:

( ) a. Motivated students to improve school work

( ) b. Better prepared students for the world of work

( ) c. Gave me a better idea of the employment requirements of industry

( ) d. Turned some students "off" regarding work

( ) e. Wasted my time which could have been spent on more pertinent matters

( ) f. Other _____ (specify).

7. I have interacted with the telephone company's educational programs in the following manner since their guest speaker presentation _____

_____

_____

IED-One Day Teacher Workshop

"Bridging the Gap" Questionnaire

Name _____ Position _____

Address _____ Institution _____

Month and Year in Workshop _____ Degree and Field _____

1. I first became aware of the one day workshop when _____

_____

_____

2. My motivation for becoming involved in the workshop was

_____

_____

_____

3. The most important and worthwhile experience that resulted from the workshop was _____

_____

_____

4. Thanks to the knowledge and/or insights received during the workshop, I made the following modifications in my teaching/ counseling program: _____

_____

5. The following is/are my suggestion(s) for improving the one day teacher workshop program _____

_____

Use other side for additional comments

6. My candid opinion regarding the merit of the program is

_____

_____

7. I have had the following type interaction with the telephone company educational program since my participation in the workshop: _____

_____

_____

8. I believe this type program has the following indirect effect on the drop-out rate, alienation, and apathy of some students: (Check one)

   1. Positive ( )
   2. Negative ( )
   3. None ( )
   4. Other ( ) _____explain.

9. Please include any further comments here that you may feel are relevant to this evaluation task: _____

_____

_____

Use other side for additional comments

APPENDIX E

BIBLIOGRAPHY

BIBLIOGRAPHY

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